

Article - Education

[\[Previous\]](#)[\[Next\]](#)

§6–124.

(a) The Department shall establish, in collaboration with the Accountability and Implementation Board established under § 5–402 of this article, separate school leadership training programs for:

(1) The State Superintendent, local school superintendents, and senior instruction–related staff; and

(2) Members of the State Board, members of county boards, and school principals.

(b) Both programs shall:

(1) Be:

(i) For a duration of 12 to 24 months;

(ii) Cohort–based to encourage collaboration and shared learning;

(iii) Job–embedded to allow for application of knowledge and techniques;

(iv) Tailored to program participants using self–diagnostics and school–level diagnostics; and

(v) Evidence–based in accordance with the guidelines for the federal Every Student Succeeds Act; and

(2) Include training on the Blueprint for Maryland’s Future, as defined in § 5–401 of this article.

(c) A program for school superintendents and senior, instruction–related staff shall include:

(1) A review of education in the United States relative to countries with top performing education systems and the implications of high performance for students, the economic security of the United States, and quality of life;

(2) A model for strategic thinking that will assist education leaders to transform districts under their leadership;

(3) Training to provide a working knowledge of research on how students learn and the implications for instructional redesign, curriculum plans, and professional learning;

(4) A research-based model for coaching school leaders; and

(5) Lessons in transformational leadership.

(d) A program for board of education members and school principals shall include:

(1) A method for organizing schools to achieve high performance, including:

(i) Building instructional leadership teams;

(ii) Implementing career ladders for teachers;

(iii) Overseeing teacher induction and mentoring systems; and

(iv) Identifying, recruiting, and retaining high-quality school leaders;

(2) A model for strategic thinking that will assist school leaders in driving redesign efforts in their schools;

(3) Training to provide a deep understanding of standards-aligned instructional systems;

(4) Training to provide a working knowledge of the research on how students learn and the implications of this research for instructional redesign, curriculum, and professional learning;

(5) A research-based model for instructional coaching;

(6) An overview of ethical leadership directly tied to the school leaders' responsibility to drive equitable learning in their schools; and

(7) Lessons in transformational leadership.

[\[Previous\]](#)[\[Next\]](#)